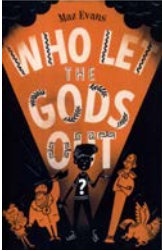


Weekly Overview of Learning

Year Group: 5

Week beginning: 22.4.24

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Who let the Gods out?	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><u>LI: We are learning to retrieve key information and infer from a text to answer questions.</u></p>	<p><u>LI: We are learning to use prosody in our reading</u></p>	<p><u>LI: We are learning to plan our newspaper article.</u></p> <p><u>LI: We are learning to write our newspaper article.</u></p>		<p><u>LI: We are learning to uplevel our newspaper articles.</u></p>
<p>Speaking and Listening Focus</p>	<p>Children will ask relevant questions to extend their understanding and knowledge.</p> <p>Children will show their understanding of what they listen by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of their own.</p>	<p>children to use varied intonation and pitch to convey different emotions and expressions present in the text</p>	<p>Children to write newspaper article applying all the skills and features in their work independently.</p> <p>Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.</p>		<p>Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve</p>
<p>Key vocabulary and Key Bloom's higher order thinking questions</p>	<p><u>Key vocabulary</u></p> <p>Retrieve Evidence Text Quotes Facts True</p>	<p><u>Key vocabulary</u></p> <p>Prosody Voices Expression Tone</p> <p><u>Blooms questioning</u></p> <p>In what ways can</p>	<p><u>Key vocabulary</u></p> <p>Newspaper article Language Layout Format Key features Grammar Punctuation Spelling</p>		<p><u>Key vocabulary</u></p> <p>Newspaper article Language Layout Format Key features Grammar Punctuation Spelling</p>

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	<p>Blooms questioning What is the main idea of the text? What are the names of the key characters mentioned in the story? What are the three main events that occurred in the text? What can you identify about the setting of the story?</p>	<p>you adjust your prosody to reflect the mood of a specific genre of literature? How does prosody contribute to the overall tone of a piece of writing or a spoken passage? What is prosody in the context of language and literature?</p>	<p>Handwriting Direct Speech Reported Speech Inverted commas plan draft</p> <p>Blooms questioning What are the features of newspaper articles? What is the layout of a newspaper article? What is the language of a newspaper article? What is the purpose of a newspaper article? Who is the audience for newspaper articles? What features have you used in your newspaper articles? How have you ensured your newspaper article is presented clearly?</p>	<p>Handwriting Direct Speech Reported Speech Inverted commas plan</p> <p>Blooms questioning What features are needed to create a successful newspaper article? How does the layout of a newspaper article help readers understand the content? How is information presented in a non-biased way? What key information in the event needs to be presented (what, where, when, why)? How are language and layout used effectively to present perspectives? Can you explain what features of newspaper articles you have used and how these are effective in reporting information on the event? How have you kept the language of your newspaper article formal and informative?</p>
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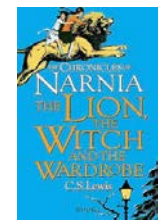
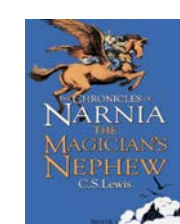

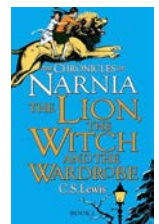
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<p>Activities</p>	<p>In this lesson, children will read chapter 12 as a class and think about various questions, such as what happened in the chapter, which characters have been introduced and where the story has been set, to predict what is going to happen next. As a class, children will discuss unfamiliar and interesting words to form a glossary. Following this, children will look at what retrieval means - one of the key reading domains. As a class, children will look at how to answer retrieval questions successfully. Children will have a set of retrieval questions to answer about the book.</p>	<p>In this lesson, children will be learning about what prosody is. They will be reading chapter 17 and focusing on using our voices to show expression.</p> <div data-bbox="645 462 985 925"> <p>Reading Out Loud How to Be the Best!</p> <p>Read with confidence, and if you don't feel confident, pretend!</p>  <p>Vary the pace of your voice, make it go faster or slower according to what you are reading.</p>  <p>Change the volume of your voice as needed, from whispering to shouting and all levels in between.</p>  <p>Put expression into your voice really mean what you read.</p> </div>	<p>In this lesson, children will be using their draft to write their newspaper articles independently. Children will be writing about an event from the book,</p> <div data-bbox="1052 367 1478 686">  </div>	<p>In this lesson, children will look at their newspaper articles and uplevel using a checklist. Children will look at the technical features, language features and structural features of their writing as well as grammar, punctuation and spelling</p> <div data-bbox="1792 622 2128 957">  </div>
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<p>Class Text - Reading Aloud 10-15 mins each day</p>	<p>Diamond TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis</p> <div data-bbox="492 1212 649 1436">  </div>	<p>Emerald TEXT - The Magician's Nephew Author - C.S. Lewis</p> <div data-bbox="963 1212 1142 1436">  </div>	<p>Jade TEXT - The Witches Author - Roald Dahl</p> <div data-bbox="1500 1212 1680 1436">  </div>	<p>Pearl TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis</p> <div data-bbox="1993 1212 2150 1436">  </div>
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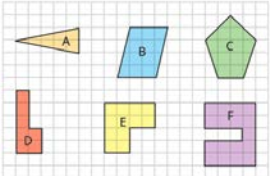
Maths - Position and Direction	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><u>LI: We are learning to read and plot coordinates.</u></p>	<p><u>LI: We are learning to use their knowledge and understanding of coordinates to solve problems.</u></p>	<p><u>LI: We are learning to translate shapes on a coordinate grid.</u></p>	<p><u>LI: We are learning to understand how coordinates change when points are translated.</u></p>	<p><u>LI: We are learning to identify lines of symmetry in a 2-D shape.</u></p>
<p>Key vocabulary and key questions</p>	<p><u>Key vocabulary</u></p> <p><u>Key questions</u> What is a coordinate grid? What are the two axes called? When reading or plotting coordinates, which axis do you look at first? Does it matter which way round the values of coordinates are written? If the point moves up/down/left/right one place, what happens to the coordinates of the point? What are coordinates?</p>	<p><u>Key vocabulary</u></p> <p><u>Key questions</u> Which axis do you look at first when writing coordinates? If the coordinates of this point are , what does that tell you about the coordinates of the points directly above/ below/to the right/to the left? Do horizontal/vertical lines share a part of their coordinates? What happens to the x-/y-value of the coordinates when you move a point to the left/ right/ up/ down by 1 square?</p>	<p><u>Key vocabulary</u></p> <p><u>Key questions</u> What does it mean to translate a shape? How does a shape change when it is translated? How does it stay the same? How can you translate a shape to the left/ right/ up/ down? Can you translate a shape both left/right and up/down? Does it matter which you do first? Does translating the shape one vertex at a time make it easier? Why/why not? How has the shape been translated?</p>	<p><u>Key vocabulary</u></p> <p><u>Key questions</u> If a point on a coordinate grid moves up or down, what happens to the coordinates? What do you notice about the x-/y-coordinate when a point is translated up/down or left/right? If you know how a point is translated, how can you work out what the new coordinates will be?</p>	<p><u>Key vocabulary</u></p> <p><u>Key questions</u> What does "symmetrical" mean? What is a line of symmetry? What does "vertical"/ "horizontal"/ "diagonal" mean? How can you show a line of symmetry on a shape? What will each side of a shape look like either side of a mirror line? Can a shape have more than one line of symmetry? How can grid lines help you to find lines of symmetry on a shape? Does using a mirror help you to find a line of symmetry?</p>

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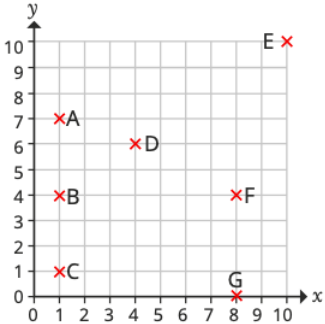
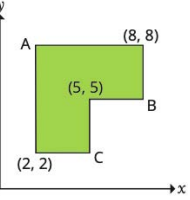
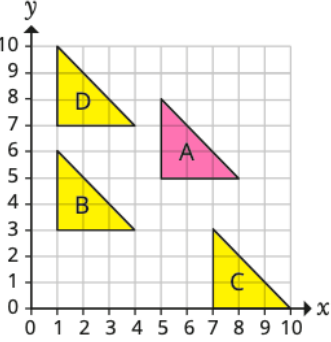
		If the perimeter/area of the shape is missing coordinates be?			
<p>Activities</p>	<p>Children first saw a coordinate grid in Year 4 when they read and plotted points on a grid. They also translated points and described translations. In this small step, they will recap reading and plotting coordinates on a coordinate grid. They will still work only within the first quadrant (positive numbers for both coordinates). Children will be reminded of what a coordinate looks like and what each number refers to. We will highlight the importance of reading and plotting the x-value of the coordinate first. Children will identify the coordinates of given points on a grid, then move on to plotting points with given coordinates. This can lead to drawing shapes on a coordinate grid with given coordinates or working out the coordinates of a shape from known information.</p>	<p>In this small step, children move on from reading and plotting coordinates on a grid to solving problems involving knowledge and understanding of coordinates. Children begin by looking at shapes on a grid where the axes are not fully labelled. By knowing the coordinates of one vertex, children can count up, down or across on the grid to work out the missing coordinates of the other vertices. They can also suggest possible coordinates for vertices based on the area or perimeter of a shape if they know the coordinates of one vertex. Children then move on to problem solving when there are no gridlines, where they need to use the given coordinates to work out any missing coordinates and counting squares is not an option. By knowing that the coordinates of points on horizontal lines have the</p>	<p>In Year 4, children translated shapes on a coordinate grid and described translations. This small step revisits that learning, on both a squared grid and a coordinate grid. Children begin by translating a single point, before translating full shapes. Model translations on a grid, telling children that the point or shape moves to a different position, but remains exactly the same size and orientation. Children then translate shapes, starting with either up/down or left/right before moving on to a combination of both directions. Children will be shown two shapes on a grid where one is a translation of the other and ask them to describe the translation that has taken place.</p>	<p>This small step builds on the learning of the previous step, to now include understanding of how coordinates change when points are translated. Begin by getting children to realise that when a point is translated to the left or right, the y-coordinate remains the same and the x-coordinate changes, and when it is translated up or down, the x-coordinate remains the same and the y-coordinate changes. They can then use this understanding to work out the new coordinates of translated points without the help of a grid. They should also be able to describe how a point has been translated to another point both with and without using a grid. Children then move on to looking at shapes on a coordinate grid. If they know where one of the vertices is going to be</p>	<p>In this small step, learning is extended to learning to identify any line of symmetry in a 2-D shape. We will begin by recapping the definition of a line of symmetry. Mirrors are a useful aid for this. Children then will identify shapes on a grid that have a mirror line. Once they are confident at finding a single line in a shape (horizontal, vertical or diagonal), they will move on to identifying shapes that have more than one line of symmetry. Children will also identify lines of symmetry on shapes without the aid of the grid that they can use to check the size of both parts by counting.</p> <p>Which of these shapes have at least one line of symmetry?</p>  <p>Are the lines of symmetry vertical, horizontal or diagonal?</p>

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	<p>same y-coordinates and those on vertical lines have the same x-coordinates, children can find missing coordinates in rectilinear shapes.</p> <p>Work out the coordinates of points A, B and C.</p> 		<p>translated to, they can work out the coordinates of where the other vertices will be translated to.</p> <table border="1" data-bbox="1406 391 1742 497"> <thead> <tr> <th>Coordinates</th> <th>Translation</th> <th>New coordinates</th> </tr> </thead> <tbody> <tr> <td>(1, 3)</td> <td>2 right and 1 down</td> <td>(3, 2)</td> </tr> <tr> <td>(5, 2)</td> <td>3 left and 2 up</td> <td>(2, 5)</td> </tr> <tr> <td>(6, 7)</td> <td>1 left and 1 down</td> <td>(5, 5)</td> </tr> </tbody> </table>	Coordinates	Translation	New coordinates	(1, 3)	2 right and 1 down	(3, 2)	(5, 2)	3 left and 2 up	(2, 5)	(6, 7)	1 left and 1 down	(5, 5)	
Coordinates	Translation	New coordinates														
(1, 3)	2 right and 1 down	(3, 2)														
(5, 2)	3 left and 2 up	(2, 5)														
(6, 7)	1 left and 1 down	(5, 5)														

Music – Sing Up	RE – Widening Horizons	PE – Get Set 4 PE
<p>Unit: Balinese music (gamelan beleganjur and kecak) Lesson 2</p> <p>LI: We are learning to explore the culture of kecak vocal chant and reproduce some of their melodies.</p> <p>In this lesson, children will learn about the history and cultural context of the Balinese kecak chant. They will also listen and identify repeating cycles in Balinese music. Children will then reproduce the core melody, gong, and beat of the kecak chant. They will also respond to changes of tempo.</p>	<p>Pilgrimage- Lesson 2</p> <p><u>LI: We are learning to compare ideas and views about pilgrimage and journeys in a range of faiths.</u></p> <p><u>LI: We are learning to understand the meaning and purpose of pilgrimage in different faiths.</u></p> <p>In this lesson, children will first start by thinking about places that are special to them and the reasons why they are special. Then, children will share their special places and why these places are special; for example, an area they can reflect, special memories with family, reminds them of happy times. Children will then draw a picture of their special place and write a small paragraph explaining why this place is so significant to them and how it makes them feel.</p> <p>Children will then start to think about special places in religion and the names of these significant places.</p>	<p>Athletics (Lesson 2)</p> <p><u>LI: We are learning to develop fluency and coordination when running for speed.</u></p> <p>Children will be developing their sprinting stride. Pupils will begin behind a line. Using a sprinting technique ask them to sprint to the 20m line counting how many steps it take them to get there. They then walk back to the start line. Children will then try to use big consistent strides to help create a running rhythm that will allow them to run faster.</p>

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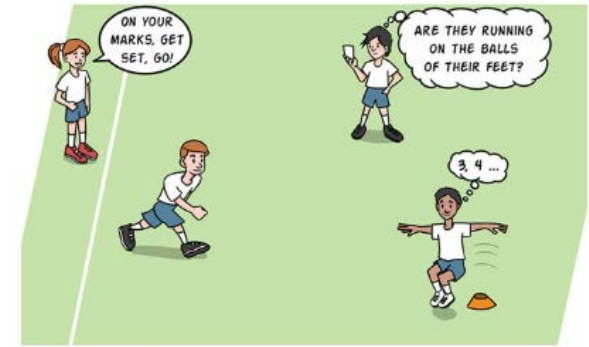


Summer 1 Lesson 2 / 4 / 24
L.I: We are learning to compare ideas and views about pilgrimage and journeys in a range of faiths (AT1).
L.I: We are learning to understand the meaning and purpose of pilgrimage in different faiths (AT2).

Task: Draw a picture of your special place and write a paragraph explaining why it is special to you and how it makes you feel.

My special place





Fitness (Lesson 2)

LI: We are learning to develop speed and stamina.

In pairs, pupils stand one behind the other. They take turns to sprint to a 10m line and jog back. Each time they return, they receive feedback from their partner on how to improve. Repeat three times, changing over with their partner each time.



Questions













Which activities did you find the hardest?

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		<p>Did you find anything mentally challenging? What helped you to continue working?</p> <p>What happened to your stamina as you repeated the circuit?</p> <p>Did you feel stronger over a short or long distance when running?</p> <p>Did you improve on your scores? What do you think helped you to do this?g:</p>
<p>Art - Kapow</p>	<p>Spanish - Language Angels</p>	<p>PSHE - Jigsaw</p>
<p><u>Lesson 1 - What is installation art?</u> <u>LI: We are learning to identify and compare features of art installations.</u> In this lesson, children will analyse examples of installation art, identifying common features and using the questions to guide their ideas. The children will choose one of the images and glue it onto a sketchbook page. They pick questions and answer them around the image in their sketchbooks. Questions could be used as a prompt to annotate the image with their drawn or written ideas. These questions will help children to answer questions about their chosen installation thoughtfully and be able to generate their own questions about the artwork, showing that they understand what installation art means.</p>	<p><u>LI: we are learning to recognise, recall and spell the twelve months of the year in Spanish</u></p> <p>In this lesson children will have time to retrieve their learning last week on the seven days of the week. Then, this week they will go on learning to identify, say and write the 12 months of the year in Spanish.</p> <p>Key vocabulary -</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;"> enero</div> <div style="text-align: center;"> febrero</div> <div style="text-align: center;"> marzo</div> <div style="text-align: center;"> abril</div> <div style="text-align: center;"> mayo</div> <div style="text-align: center;"> junio</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-end; margin-top: 10px;"> <div style="text-align: center;"> julio</div> <div style="text-align: center;"> agosto</div> <div style="text-align: center;"> septiembre</div> <div style="text-align: center;"> octubre</div> <div style="text-align: center;"> noviembre</div> <div style="text-align: center;"> diciembre</div> </div>	<p><u>LI: We are learning to understand that belonging to an online community can have positive and negative consequences.</u> <u>LI: We are learning to recognise when an online community feels unsafe or uncomfortable.</u> This week, the lesson is called 'Safety with Online Communities'. In this lesson, children will be made aware that different social networks online and all have the potential to be harmful, depending on the intent of the people using them. As a class, Children will reflect on different statements and group them as 'safe', 'unsafe' or 'unsure'. This will spark conversations between the children about their views relating to online safety. Children will participate in a quiz related to age restrictions and responsibilities. After the quiz, children will learn about the purpose of having an age restriction and why it is important in today's</p>

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What is the same? What is different?



They will also revise their phonic sounds:



society. Children will be asked a series of questions to help guide a class discussion.

9. How old does a person have to be to send a text message on a mobile?



Science - Wellington Curriculum

Earth and Space- Lesson 3

LI: We are learning to describe the Sun, Earth and Moon as spherical bodies and use this knowledge to understand the phases of the moon and eclipses.

In this lesson, children will first begin by recapping their prior learning. Then, children will read through the information on the Sun, Earth and Moon which show the advance of knowledge throughout history from ancient times to present time. Children will look at theories from the past such as flat Earth, and will examine the evidence which proves that the Earth is spherical. Children will then complete an investigation where they will use Aristotle's observations to prove that the Earth is spherical, using a flat surface and a spherical surface. Children will finally record their observations for both investigations.

Topic (History) - Wellington Curriculum

Investigating our world - Lesson 4

LI: We are learning to identify and explain ways that people can improve the production of products without compromising the needs of future generations.

In this lesson children will look at factories making the products and goods we use and enjoy. However, some manufacturing processes are not sustainable, such as using fossil fuels, wasting natural resources, and choosing the cheapest methods of manufacturing rather than the most environmentally friendly. We will recap the term sustainability and explain that many companies today are thinking carefully about sustainable manufacturing processes. Children into pairs or groups will complete the Sustainable manufacturing processes sorting cards. They will then be asked to use their knowledge of sustainable processes to write a persuasive letter to local manufacturers. They will be encouraged to explain why sustainable manufacturing processes are important and use persuasive language to encourage

Computing

Topic: Programming A - Selection in physical computing

In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This unit is planned using the Google Drawings app, other alternative pieces of software are available.

Lesson 2 Creating images

Learning objectives

To create a vector drawing by combining shapes

I can identify the shapes used to make a vector

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the company to make sustainable changes.



drawing

I can explain that each element added to a vector drawing is an object

I can move, resize, and rotate objects I have duplicated

Learners begin to identify the shapes that are used to make vector drawings. They are able to explain that each element of a vector drawing is called an object. Learners create their own vector drawing by moving, resizing, rotating, and changing the colours of a selection of objects. They also learn how to duplicate the objects to save time.

Homework

Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

Reading

English Homework

Maths

Topic/Other foundation subjects including writing
REMINDERS - trips/events/items to bring in

Spelling and Grammar

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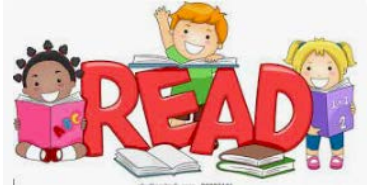
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Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.

Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.



Try and login to **Bug Club** and **Reading Eggs**.



English Homework - this week we would like you to complete your extras on Doodle English.

Doodle Spell - this week, please go on to Doodle Spell and complete your Doodle Extras please.



Doodle Maths - Log on to your account at least three times this week.

Work to reach your target - are you in the **green** zone yet?

Times Tables Rockstars:



Take part in the weekly Year 5 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!



Talk Tuesday

Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.

Discuss your question with your family, ready for Talk Tuesday next week.

Send in your reply on Google Classroom.